R E P O R T R E S U M E S

ED 012 979 EC 000 131

REVIEW OF SPECIAL EDUCATION PROGRAMS.

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PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.92 48P.

DESCRIPTORS- *SPECIAL EDUCATION, *STATE LEGISLATION, *ADMISSION CRITERIA, *TEACHER QUALIFICATIONS, *ADMINISTRATOR GUIDES, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, SPEECH HANDICAPPED, SPEECH THERAPY, SPEECH THERAPISTS, QUALIFICATIONS, PHYSICALLY HANDICAPPED, AURALLY HANDICAPPED, EMOTIONALLY DISTURBED, SOCIALLY MALADJUSTED, HOMEBOUND, CHILDREN, HOSPITALIZED CHILDREN, BLIND, PARTIALLY SIGHTED, RECORDS (FORMS), SCHOOL PERSONNEL, STATE PROGRAMS NORTH DAKOTA CENTURY CODE, BISMARCK

SPECIAL EDUCATION PROGRAMS FOR EACH TYPE OF HANDICAPPED CHILD ARE DESCRIBED IN TERMS OF ORGANIZATION, ADMISSION CRITERIA, CLASS SIZE, EQUIPMENT, TEACHER QUALIFICATIONS, AND STATE PARTICIPATION. ADDITIONAL SPECIAL EDUCATION PERSONNEL, THEIR QUALIFICATIONS, AND THEIR RESPONSIBILITIES ARE LISTED. ALSO INCLUDED ARE SECTIONS OF THE NORTH DAKOTA CENTURY CODE, LOCAL AND STATE RESPONSIBILITIES FOR THE PROGRAMS, AND SAMPLE APPLICATION AND REIMBURSEMENT CLAIM FORMS. (CG)

Guides To Special Education

In North Dakota—

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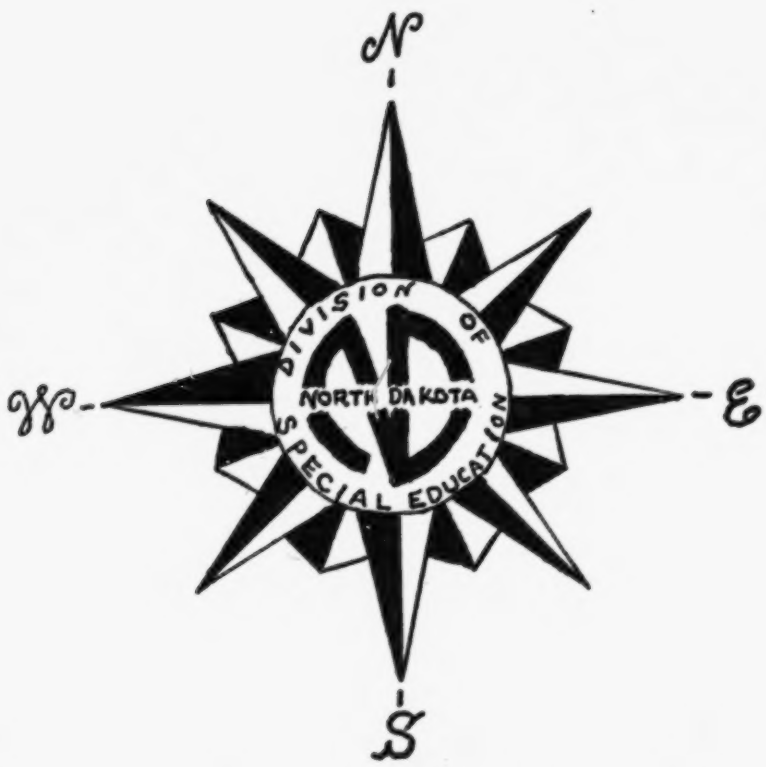

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"BUY NORTH DAKOTA PRODUCTS"

REVIEW OF SPECIAL EDUCATION PROGRAMS

Prepared And Distributed By

DEPARTMENT OF PUBLIC INSTRUCTION

M. F. Peterson, Superintendent
Bismarck, North Dakota

1966-1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WHY SPECIAL EDUCATION?

A community which provides special education opportunities for exceptional children today joins with many others across the state and the nation in reaffirming a democratic belief in the worth of the individual. This belief has undergirded our public education system since its beginning, yet children whose needs could not be served in the regular classroom were at first exempt and excluded.

Gradually, at the beginning of the present century, the new horizons of educational and clinical psychology pointed the way toward inclusion of these children in public school programs. Advances in physical medicine challenged educators to provide the academic and vocational training that would make physical restoration meaningful and useful.

Public school special education is sound and defensible on many counts. For those who prefer financial bases for justification of such programs, it has been shown that the income taxes paid by educated and vocationally trained individuals far outweigh the initial cost of providing them with education and training. They are no longer recipients of tax dollars, but taxpayers, contributing to the society which helped them.

Another practical justification for special classes is the easing of crowded classrooms and harrassed teachers. It is impossible for a teacher in the regular classroom to carry on a well-planned special education program for an exceptional child in an already crowded room and schedule. Actually, the deprivation of the child may be greater than the frustration of the teacher, yet the latter has practical significance for the climate of the classroom.

It is likewise good business to provide special services which may prevent juvenile problems and wasted manpower. A child who experiences failure in academic work and social relationships at school is apt to find anti-social or destructive behavior rewarding. If he finds success in the practical use of reading and number skills with additional guidance in vocational choice, he may be a constructive worker in his community.

None of these arguments for special education is more important than the basic concept upon which our society is built. Largely inspired by the Christian philosophy of the worth of the individual, our democracy has laid the right of equal opportunity at the door of the humble and the mighty. We have assumed an obligation.

The purpose of the special education programs is to modify the differences of the disabled child so that he may take advantage of his opportunity for education. In a sense it is not special at all, since it provides the necessary facilities and teaching that will enable the handicapped child to "break even".

The Department of Public Instruction in North Dakota is concerned with exceptional children who have disabilities keeping them from their best school attainment. The Director of Special Education will assist in the planning and development of special educational services and by law the department provides partial financial reimbursement to local schools setting up approved programs. The special education law, enacted in 1951, is permissive and looks to the local school board to assess and meet the needs of children in

the community. Two or more school districts may participate together in providing special classes or services. County special education boards are authorized under North Dakota law. Reimbursement from state special education funds is as generous as possible within the restrictions of the law and the money available.

The law limits per capita instructional costs to $300 and any additional costs including equipment, transportation, and residential care to $500 per capita. Planning of the program and reimbursement has been based on the number of children to be served and the funds made available through the biennial legislative appropriation.

The total number of handicapped school children in North Dakota is estimated at 12% or about 26,000 children. These include children with speech defects, mental retardation, visual and acoustic handicaps, long-term illness, limiting physical handicaps and the children who are seriously socially or emotionally maladjusted.

If we believe that education is essential in order to develop constructive, happy citizens we cannot deny the same opportunity to any educable child. The goals for special education are no different from the goals of all educational programs.

1. To develop the ability of the child as far as possible to use the academic skills and tools in our daily life.

2. To develop social responsibility and citizenship.

3. To point the way toward vocational fulfillment and intellectual maturity.

SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN
Chapter 15-59, North Dakota Century Code

Section
15-59-01 Definitions
15-59-02 Advisory council on special education
15-59-03 Director of special education
15-59-04 School districts authorized to provide special education
15-59-05 Powers and duties of advisory council and director of special education
15-59-06 State cooperation in special education

15-59-01 Definitions. - As used in this Act (Chapter):

1. "Exceptional children" shall mean educable children under the age of twenty-one whose educational needs are not adequately provided for through the usual facilities and services of the public schools, school districts, or state institutions because of physical, mental, emotional or social conditions; and

2. "Special education" shall mean the provision of facilities, instruction, supervision, and other necessary services not otherwise provided such children in the public schools and institutions except that facilities, instruction, supervision and other necessary services may be provided for blind children even though the same are provided in state institutions.

Source: S.L. 1951, c, 151, c.1.

15-59-02 Advisory Council on Special Education (Amendment, 1955 Supplement)

The state board of public school education shall constitute the advisory council on special education.

15-59-03 Director of Special Education (Amendment, 1955 Supplement)

A qualified director of special education and such assistance as may be necessary shall be employed by the superintendent of public instruction with the advice and approval of the advisory council.

15-59-04 School Districts Authorized to Provide Special Education

Any school district may provide special education to exceptional children in accordance with the provisions of this Act (chapter) and in so doing may act jointly with one or more other districts and shall cooperate with the state advisory council and the director of special education and with the institutions of the state.

15-59-05 Powers and Duties of Advisory Council and Director of Special Education (Amendment, 1955 Supplement)

The advisory council, acting through the office of the superintendent of public instruction, shall establish general state policy within the provisions of this Act and shall endeavor to insure a cooperative special education program coordinating all available services. It shall cooperate with private agencies, soliciting their advice and cooperation in the establishment of policy and in the coordination and development of special education programs. With the approval of the advisory council and in accordance with the provisions of this Act and the policy of the council, the director of special education shall prescribe rules and regulations for the special education of exceptional children and for the administration of this Act and he shall assist the school districts of the state in the inauguration, administration and development of special education programs; establish standards and provide for the approval of certification of schools, teachers, facilities, and equipment.

15-59-06 State Cooperation in Special Education

Exceptional children who are enrolled in approved programs of special education shall be deemed to be regularly enrolled in the school and the school districts providing such programs and shall be included in determination of elementary per pupil payments from the county equalization fund or payments from the state equalization fund whether such pupils are regularly attending school in the school or school district receiving such payments or not. Upon the determination by the director of special education that the school district has made expenditures for each exceptional child in such program equal to the average expenditures made in such districts for elementary or high school students, as the case may be, and the parents of the child receiving special education under such program, or the legally responsible person, have made adequate efforts to provide needed education or that adequate reasons otherwise exist for the provision of special education to such child, the director by vouchers drawn upon funds provided by the legislative assembly for such purpose may provide reimbursement to such school or school district in an amount not exceeding three hundred dollars for such child per year for instruction and five hundred dollars for such child per year for transportation, equipment, and residential care.
Source: S.L. 1951, c, 151, s. 6.

15-59-07 Education of Physically Handicapped - Contract

If any school district in this state has any elementary or high school student who because of his physical handicap is unable to attend the public schools in the district, such school district shall contract with any accredited private nonsectarian nonprofit corporation within or without the state which has proper facilities for the education of such student, if there are no public schools in the state with the necessary facilities which will accept such student. Prior to the time any school district enters into a contract with any private nonsectarian nonprofit corporation for the education of any physically handicapped student the curriculum provided by such school and the contract shall be approved by the superintendent of public instruction. The contract shall provide that such school district agrees to pay to the private nonsectarian nonprofit corporation as part of the cost of educating such student an amount for the school year equal to the county average per pupil elementary or high school cost depending on whether enrollment would be in grade or high school department, in the county in which the contracting district is located. If the attendance of such student at such school is operated for less than a school year, then the contract shall provide for such lesser amount prorated on a monthly basis. For the purpose of this section, any student contracted for to attend a school as herein provided shall be considered as enrolled in the contracting district and the district shall be entitled to the per pupil payment out of the county equalization fund the same as other regularly enrolled students in the district.
Source: S.L. 1961, c, 171, c. 1.

15-59.1-01 County Board of Special Education

The county superintendent of schools may appoint a county board of special education which shall consist of one member from each county commissioner district within the county, and each member thus appointed shall be subject to approval by the board of county commissioners. Terms of office shall be two years arranged, as nearly as possible, so that fifty per cent of the members' terms expire each year. Vacancies shall be filled in same manner as original appointment. The county superintendent of schools shall serve as secretary and executive officer of the board. Expenses of members of the board shall be paid in the same manner as expenses of other county officials are paid. The board of county commissioners may in its discretion provide for additional per diem compensation.
Source: S.L. 1961, c, 139, s. 1.

15-59.1-02 Operations Plan-Financing

The county board of special education shall annually prepare a program for special education in the county and a budget necessary to implement such program. The program and budget shall be submitted to the board of county commissioners at the same time and in the same manner as other statements on budgetary matters are filed. If such program and budget are approved by the board of county commissioners, the county commissioners may budget funds from the county general fund or upon approval by a majority of the voters voting on the proposal at an election called by the county commissioners, may levy a tax not to exceed three mills upon all taxable property in the county for the purpose of carrying out such program. Such mill levy shall be over and above any

mill levy limitation provided by law and shall be collected and paid in the same manner as are other county property taxes. The county treasurer shall credit the proceeds of the tax levy, together with any other funds received from the state or other sources for special education purposes, to a special education fund. Such funds shall be expended, within the limitations of the budget approved by the board of county commissioners, as directed by the county board of special education upon vouchers approved by the county superintendent of schools and in the same manner as other county funds are expended, except that such specific expenditures need not be approved by the board of county commissioners.
Source: S.L. 1961, c, 139, s. 2.

15-59.1-03 Election Upon Mill Levy

Upon the filing with the board of county commissioners at least thirty days in advance of any regular county election of a petition signed by five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election, the question of whether to continue the mill levy of not to exceed three mills for financing the special education program shall be submitted to the voters at the next regular county election. If the levy for special education is disapproved by a majority of the votes cast at this election, the board of county commissioners shall immediately discontinue such levy but levies previously spread upon the tax rolls shall not be invalidated. A subsequent vote upon the question of authorizing a mill levy of not to exceed three mills may be had at any regular county election upon the filing with the board of county commissioners of a petition containing the signatures of five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election not less than thirty days prior to such election.
Source: S.L. 1961, c, 139, s. 3.

15-59.1-04 Powers of County Board-Approval of Program By State

A county board of special education organized under the provisions of this chapter, may contract with any school district within or outside of the county to provide special educational services for educable children. Upon approval of the special education program and budget by the board of county commissioners, such plan and budget shall be submitted to the department of public instruction for approval.
Source: S.L. 1961, c, 139, s. 4.

15-59.1-05 Payments From State

If the budget and program submitted by the county board of special education are approved by the department of public instruction, any payments for special education under the provisions of section 15-59-06 shall be made to the county board of special education and disbursed by such board in furtherance of the county program. If such budget and program are not approved, any such payments shall be made to the school districts in the county providing special education facilities. Nothing contained in this section shall alter the method of making per pupil payments out of the county equalization fund or from the state equalization fund to the county equalization fund.
Source: S.L. 1961, c, 139, s. 5.

15-59.1-06 Multiple County Boards

When it is deemed desirable by the boards of county commissioners of two or more counties, such counties may join together in the formation of a multiple county board of special education. Such board shall consist of one member from each county commissioner district within the several counties, appointed by the respective county superintendents of schools and approved by the respective boards of county commissioners. Vacancies shall be filled in same manner as provided in original appointment. Such multiple county board shall designate one of the county treasurers to act as treasurer for special education funds and one of the county superintendents of schools to act as secretary and executive officer of the board. The remaining county superintendents of schools shall perform such other duties in connection with the special education program as the joint board of special education shall designate.
Source: S.L. 1961, c, 139, s. 6.

15-59.1-07 Program and Financing of Multiple County Boards

The multiple county board shall prepare a program and budget and submit it to the joint board of county commissioners for approval in the same manner and at the same time as provided in the case of individual county programs. The amount budgeted and approved shall be prorated among the counties according to the assessed valuation of each county or upon such basis as the respective boards of county commissioners shall agree. The amount prorated to each county shall be included in the respective county budgets in the same manner and shall be subject to the same procedures, limitations, and conditions as those specified for individual county special education budgets and tax levies. Provisions applicable to individual county programs in regard to approval by the department of public instruction and payments from the state and the state or county equalization funds shall also apply to multiple county programs.
Source: S.L. 1961, c, 139, s. 7.

15-59.1-08 Election on Mill Levy

Upon the filing with the board of county commissioners at least thirty days in advance of any regular county election, of a petition signed by five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election, the question of whether to continue the mill levy of not to exceed three mills to finance the individual county's prorated share of the costs of the multiple county special education program shall be submitted to the voters of the individual county at the next regular county election. If the levy for special education is disapproved by a majority of the votes cast at this election, the board of county commissioners shall immediately discontinue such levy, but levies previously spread upon the tax rolls shall not be invalidated. A subsequent vote upon the question of authorizing a mill levy of not to exceed three mills may be had at any regular county election upon the filing with the board of county commissioners at least thirty days in advance of any regular county election, of a petition containing the signatures of five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election.
Source: S.L. 1961, c, 139, s. 8.

THE RESPONSIBILITY OF SCHOOL ADMINISTRATORS

The education of exceptional children in North Dakota is provided for by state law which permits local school boards to set up special classes for handicapped children independently or cooperatively with other school districts.

School districts providing such services may apply for reimbursement from special education funds from the state department of public instruction. For each area of specialized service standards have been developed relative to eligibility of pupils, facilities, teacher training, special equipment, reimbursement, and other considerations.

Specialized services may be developed within local schools to serve children in the following diagnostic groups:

1. Educable mentally retarded (50-80 IQ)
2. Trainable mentally retarded (30-50 I.Q.)
3. Physically handicapped
4. Speech defective
5. Visually handicapped
6. Hard-of-hearing (not deaf)
7. Those requiring instruction at home or in the hospital (ill or disabled)
8. Socially and emotionally maladjusted

Local school superintendents and county superintendents of schools need to give the professional guidance in:

1. Analyzing need for special programs in local schools
2. Organizing and developing such services
3. Supervising programs in operation
4. Interpreting need for special education to the community

The local school administrator who has requested approval of the program by the state division of special education shall be responsible for the quality of the program and for the reporting and administration of funds.

LOCAL RESPONSIBILITIES FOR THE SPECIAL EDUCATION PROGRAM

1. To determine local needs and arrange for evaluation of individual children
2. To provide adequate physical facilities for special classes
3. To employ qualified teachers
4. To provide special equipment
5. To use all local or state resources available to assist children in need of special education
6. To determine the course of study with guidance from state department standards
7. To provide administrative and supervisory guidance
8. To arrange attendance in other school districts by mutual consent when necessary
9. To pay all expenses and make claim for reimbursement
10. To engage the cooperation and assistance of other community agencies and individuals for enrichment and extension of the program beyond minimum levels

STATE RESPONSIBILITIES FOR THE SPECIAL EDUCATION PROGRAM

1. To provide advisory and organizational assistance
2. To define standards for eligibility of children, teacher training, classroom facilities
3. To give provisional preapproval
4. To arrange for reimbursement after local school districts have filed essential reports on costs, children served, and services rendered
5. To assist in determining need in local areas throughout the state
6. To keep statistical data
7. To assist the local school by providing special equipment or arranging for use of special services or special consultants
8. To cooperate with other agencies and to interpret needs of exceptional children
9. To interpret the program statewide to lay and professional groups

CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN

Organization

1. One school district
2. Two or more districts cooperating
3. Countywide program under county board of special education

As in other special education classes, the sponsoring school districts may include children from other districts and receive tuition payment from the child's home district, if the special class is not available in that district. When a county board of special education sponsors a program, tuition is not charged districts in the county.

Eligibility of Pupils

Educable mentally handicapped children are those who have educability in the social area and who can learn academic skills but may never achieve high proficiency in them. They can be expected to become wholly or partially self-supporting in adult life.

As measured by a battery of intelligence tests these children frequently receive scores in the 50's, 60's and 70's. Children in the 45-50 range and the low 80's may be placed in the class on temporary trial basis.

A psychometric evaluation by a trained psychologist is required before enrollment in the special class. One of the psychological services in the state may be used to acquire the information necessary before placement in a special education class for educable mentally handicapped children is made. These services are listed in detail in the Guide to Special Education X, Psychological Services Available to Public Schools, available free of charge from the Department of Public Instruction, Division of Special Education, Bismarck, North Dakota.

Listed in the booklet are services provided by the Department of Public Health, Division of Mental Health, Area Welfare Services and testing available in institutions of higher learning.

Care should be taken not to confuse the educationally retarded or the mentally deficient with the educable mentally handicapped child. Treatment of isolated reading defects is not included under special education nor are children with severe mental deficiency (below 30 IQ) eligible for special education in the public schools.

Size of Class

Five children is the minimum enrollment and fifteen the maximum for classrooms approved for reimbursement. Eight to twelve is considered optimum enrollment. An age spread of four years or less should be maintained.

Equipment

Since the daily curriculum will include some manual activities it is important that the classroom be large enough to accommodate special equipment, tools, work tables, large toys, games, chalkboards, and storage space, as well as desks and chairs of appropriate size for all pupils.

The room should not be segregated in any way from the rest of the school so that play and participation with other children is possible and an accepted practice.

Some special equipment may be needed but may be planned when the ages and abilities of the children in the class are known.

Teacher Qualifications

At present the teacher of the classroom for educable mentally handicapped children is required to have one of the following credentials:

Basic Credential

1. A valid First Grade Professional North Dakota Teaching Certificate (with training in elementary, junior high or special education) or any valid North Dakota teaching certificate and two years of successful teaching experience in the regular grades or in special education classes for educable mentally handicapped children.

2. Fifteen quarter hours in special education for teachers of educable mentally handicapped children chosen from the following courses (at least one course from each group must be included):

   Group 1: Mental Hygiene or Psychology of Adjustment or Personality Theory

   Group 2: Methods of Teaching Educable Mentally Handicapped Children (four quarter hours)

   Group 3: Psychology of Exceptional Children or Education of Exceptional Children

Group 4: a. Student Teaching in a class for educable mentally handicapped children, or

b. Advanced Seminar (for those with previous teaching experience in a class for retarded children with an opportunity to work directly with a child or children with specific learning disabilities using projects involving material and methods). A letter of recommendation from the instructor is required under both plans.

Group 5: Arts and Crafts in the Public School or for Retarded Children
Remedial Reading
Abnormal Psychology
Introduction to Speech Correction
Principles and Practices of Guidance
Other allied courses (with permission)

Advanced Credential

Those who achieve further proficiency in the field of teaching educable mentally handicapped children through advanced undergraduate or graduate study may apply for the Advanced Credential upon having completed at least fifteen additional quarter hours in the following areas:

Group 1:	(Four to six quarter hours)	Individual Appraisal Introduction to Clinical Psychology Individual Testing Abnormal Psychology
Group 2:	(Four quarter hours)	Education of Brain Injured Children Children with Perceptual Defects
Group 3:	(Four to six quarter hours)	Manual Skills and Analysis of Job Areas Occupational Education for Mentally Retarded Children Guidance for the Handicapped
Group 4:	(Three to six quarter hours)	Additional Courses from Group 5 under Basic Credential (above)

It is understood that the person applying for the Advanced Credential shall have completed the requirement for the Basic Credential and shall have completed the requirements for the bachelor's degree and hold a valid First Grade Professional Teaching Certificate for North Dakota.

State Participation

An approved class for the educable mentally handicapped shall receive state special education funds in the amount of $1500 per teaching unit for classes serving single school districts, or $1750 for programs planned cooperatively by two or more school districts.

Financial assistance may be provided toward the purchase of special equipment which has been preapproved by the Director of Special Education when funds are available.

Payment for transportation or its equivalent in lodging may be provided to children who must attend school outside of their own school district in order to enroll in special education classes. This reimbursement is not available for other than full-time daily service to the child. See "Transportation or Foster Home Care", Page 15.

Before planning a program you will want to examine the following booklet from the Department of Public Instruction: Guides to Special Education II- Classrooms for Educable Mentally Handicapped Children (Guide for Administrators and Teachers).

CLASSES FOR TRAINABLE MENTALLY HANDICAPPED CHILDREN

Eligibility of Pupils

Trainable mentally handicapped children are those who have ability limited to non-academic skills. They may be taught self care, social adequacy and manual tasks and may be expected to become partially self-sustaining in adult life. They may need supervision throughout life. On an evaluation by a qualified psychologist they will attain scores of 30 IQ to 50 IQ.

Size of Classes

A minimum of six and maximum of twelve children within a five or six year age spread and whose social development makes them compatible would be appropriate.

Equipment

Since the daily curriculum will include functional activities, the classroom should be large enough and so equipped that it affords an informal living room atmosphere with several distinct areas including:

1. A worktable and chairs of appropriate size for crafts and games
2. Living room area, with bookshelf, easy chairs, davenport, record player, etc.
3. Kitchen and housekeeping equipment area for eating, grooming, cleaning
4. Bathroom and toilet facilities

Teacher Qualifications

Requirement for Credential - Teacher of Trainable Mentally Handicapped Children:

1. A valid North Dakota Teaching Certificate with training in elementary education

2. Personal qualifications important to teaching the mentally retarded

3. Fifteen quarter hours in special education for teachers of mentally retarded children chosen from the following courses (at least one course from each group must be included):

Group 1: Mental Hygiene or Psychology of Adjustment or Personality Theory

Group 2: Methods of Teaching Trainable Mentally Handicapped Children or a Seminar in Methods of Teaching Retarded Children with special emphasis on the Trainable Child

Group 3: Psychology of Exceptional Children or Education of Exceptional Children

Group 4: Student teaching in a classroom of mentally retarded children

Group 5: Arts and Crafts in the Public School or for Retarded Children
Mental Retardation
Introduction to Speech Correction
Principles and Practices in Guidance

4. Temporary approval for teachers acquiring the courses in preparation for teaching the trainable mentally retarded may be granted by the Department of Public Instruction.

State Participation

An approved class for trainable mentally handicapped children shall receive state special education funds in the amount of $1500 per teacher for a class serving a single school district, or $1750 for programs planned cooperatively by two or more school districts.

Financial assistance may be provided toward the purchase of special equipment which has been preapproved by the Director of Special Education when funds are available.

Payment for transportation or its equivalent for lodging may be provided to children who must attend school outside their own school district in order to enroll in special education classes. This reimbursement is not available for other than full-time daily transportation or lodging. See "Transportation or Foster Home Care", Page 15.

Before planning a program you will want to examine the following booklet from the Department of Public Instruction: Guides to Special Education IV- Classrooms for Trainable Mentally Handicapped Children.

TRANSPORTATION OR FOSTER HOME CARE

Under the special education regulations the local school may request reimbursement for funds expended not to exceed the amount of $25 per child per month for children who must attend a special class outside of their own school district. This is not available where transportation of other children from the district is accessible and practical for the child under special education nor when attendance in a special class or service involves less than a full school day instructional program.

Reimbursement for transportation will be figured on the basis of distance, necessity and other factors.

The equivalent of transportation may be construed as payment not to exceed $25 per month per child for lodging in the community where the classroom is available. Residences for children shall be in approved foster homes. In all cases the reimbursement is paid either to the sponsoring school district or to the child's home district.

In order to qualify for reimbursement for the foster home or transportation payments, the school board must:

1. Assume responsibility for monthly payments to foster homes or for transportation.
2. Assume responsibility for reporting the foster home to the County Welfare Director in order that it may be inspected and licensed.
3. Submit plans on licensing, transportation and payment arrangements to the Director of Special Education for prior approval within three weeks of the beginning of such program.
4. Report on licensing, transportation costs, payments made to homes for reimbursement at the termination of the program.

SPEECH CORRECTION IN THE PUBLIC SCHOOLS

Organization

1. Countywide
2. Two or more districts
3. One school district

Eligibility of Pupils

Children having speech defects such as:

1. Articulatory defects
2. Voice defects
3. Stuttering
4. Speech defects associated with hearing loss
5. Cerebral palsy
6. Cleft palate

Children should be examined by a qualified speech clinician. For planning purposes in lieu of total testing prior to setting up a program, between 7% and 10% of the school population Grades 1 - 12 may be considered to be in need of speech correction.

Size of Class

Much of the work of the speech clinician is done individually. The case load will vary with:

1. Nature and extent of speech defects
2. Grouping of children possible
3. Amount of travel required to serve the geographical area of the program

Currently, approved case loads vary from fifty to eighty. Where a countywide program is carried on, the necessary travel may make the case load of sixty workable. In city programs where travel is not a factor, a speech clinician may be able to carry closer to eighty on the case load. All things being equal, the more time available to the clinician for work with the children, the more helpful and rapid the results. Special case loads of less than fifty children may be approved by the Director of Special Education if a large proportion of the children require intensive, daily speech correction of a specialized kind.

Equipment

Adequate room with good light, ample heat and ventilation in pleasant surroundings should be provided by the local school.

Pure-tone audiometers for hearing testing and tape recorders used in speech correction may be provided to full-time programs through special education funds if not otherwise available.

Clinician's Qualifications

The qualified speech clinician must have a North Dakota Teachers Certificate and a minimum of thirty semester hours of special training as outlined by the Superintendent of Public Instruction. A major in Speech Pathology will entitle a clinician to teach in his field of specialty at all grade levels. The following minimum qualifications have been set up as the standard for approval of speech clinicians.

1. A valid First Grade Professional North Dakota Teaching Certificate.

2. A background of courses which will indicate adequate preparation in the subject matter and techniques of the speech correction field.

   a. A total of six semester hours credit distributed among Phonetcs, Anatomy, Physiology of the Speech Mechanisms and Physics of Voice, Ear, etc.

   b. A total of twelve semester hours credit in Professional Speech Correction and Speech Pathology courses.

   c. At least three semester credits in Audiology.

d. At least two hundred clock hours of supervised clinical practicum. (These hours of training will represent actual work with the major types of speech difficulties at varying age levels and shall be in addition to observation periods, assistance with class routine, or other non-teaching activities.)

e. At least nine semester hours of electives in allied fields which must include courses in Child Psychology and Mental Hygiene.

f. The speech correctionist should have personal speech habits in both voice and diction which meet an acceptable standard.

3. Adherence to the professional Code of Ethics of the American Speech and Hearing Association.

A public school speech correction credential should be held by each qualified clinician. This credential will be valid until 1968. Apply to the Director of Special Education, Department of Public Instruction, Bismarck.

State Participation

An approved program of speech correction shall receive state aid in the amount of $2000 per teaching unit in a program serving one school district or $3000 for countywide or two or more school districts cooperating. Reimbursement is made at the completion of the program and upon receipt of necessary reports.

Budget

For programs serving more than one school district travel expenses must be allowed in budgeting.

Before planning a program you will want to examine Guides to Special Education III- Speech Correction in the Public Schools, available from the Department of Public Instruction.

INFORMATION ABOUT SPEECH CORRECTION IN NORTH DAKOTA'S PUBLIC SCHOOLS

Most speech clinicians have become familiar in their training with city school programs for children with speech defects. It is assumed that no city school can set up a permanent full-time speech correction service within a school of less than 1000 school children. The case load will run between 7% and 10% of the children and should be between sixty and eighty children, the number determined by the amount of travel necessary and the number of schools involved. Special case loads may be approved by the Director of Special Education for a group of children requiring intensive daily speech correction work.

Speech correction in small groups as well as individual correction is recommended. Speech improvement activities, as a definitely planned program within the grade rooms, is conceived to be a part of the program if requested, as long as it is conducted by the speech clinician on scheduled time. This time should be reported separately from the case load and should represent no more than one hour per week of the time allotted to speech correction. Corresponding reduction of case load may be made, if approved.

What is a County Speech Correction Program?

County speech correction programs usually serve the entire county school population, at least as a testing and evaluation service, with a waiting list of cases where the case load is too large for one clinician. Some "county programs" are only multi-district programs and contract to serve only a portion of a large county.

The clinician and county superintendent of schools work out a schedule for a reasonable program, usually including school enrollments to total 1000 to 1500 children. This has proven to be a sound basis for establishing a program on a permanent nine-month, full-time basis. The case load should be maintained at between sixty and eighty children depending on the distance to be traveled, number of schools to be served and grouping of cases possible.

Each week the clinician follows an appointed schedule traveling to designated centers established within the county. Children from rural schools will come in to the schools designated as centers. Children in need of speech correction are to be seen at least twice each week.

In some counties the Split-Schedule Program is used. All other aspects of the program are the same as the regular speech correction program, but the scheduling is different. Where the program must serve a very large county or unit, the geographic area may be divided into two sectors. Planning around road and weather conditions, the clinician will schedule intensive correction in each sector during a shorter period of the school year. Following testing of children throughout the county in the fall of the first year of the program, the clinician will schedule speech correction three or four times each week for children in Sector A for a period of twelve to fourteen weeks. While concentrating on Sector A, Sector B receives one day of speech correction for children with greatest need. Sector B will receive an identical program during the ensuing twelve or fourteen weeks with Sector A receiving the follow-up for children with greatest need.

State special education funds help the local school or county financially. Reimbursement for a city school program has been $2000 per unit and for a countywide service or one involving two or more school districts reimbursement has been $3000. The remaining amount of money must be raised locally, either from the local school board or by assessment of school districts in the county or from county special education funds. The local school administrator or the county special education board will determine the best means of securing the necessary local funds.

CLASSROOMS FOR CHILDREN WHO ARE PHYSICALLY HANDICAPPED

Organization

1. School district
2. Two or more school districts cooperating
3. County planning or multiple county planning

Because of the relatively small number of severely physically handicapped children in thinly populated areas, it is usually essential to consider wide geographical areas in planning a class.

The program may be organized by one school district with the understanding that children from other districts may be enrolled. The school district from which the child comes will be responsible for tuition payments to the sponsoring school district.

Eligibility of Pupils

Children having physical disabilities which preclude their education in the regular classroom because of the need for special equipment or special instructional methods shall be considered eligible.

Medical recommendation for special class instruction is necessary, with final judgment resting with the school administrator after careful evaluation of complete medical, psychological, and educational information.

Children whose educability cannot be ascertained immediately by a qualified psychologist may be admitted on a trial basis.

It should be clear at the outset that the program for physically handicapped children should be defined to include specifically the group with physical disability and normal mental ability or those with both physical disabilities and mental handicaps (educable mentally handicapped) but that both groups should not be included in the same class.

Size of Class

Consideration must be given to the nature and severity of the physical handicaps, age and grade range of the pupils, size of the room, extra help or attendants available, and other factors.

Six to twelve is considered best for one teacher.

Equipment

A large room (1½ times the size of regular classroom is suggested) on the ground floor planned to include ramps, wide doors and handrails to assist those in wheelchairs is recommended.

Lavatories should be arranged so that they are easily accessible to the handicapped children and should be provided with handrails, wide doors and adequate space for wheelchairs.

Individual special equipment will be necessary in some cases but will be more easily planned after the pupils are enrolled. Storage space for equipment and supplies not currently needed is important as the needs of the children may vary from time to time.

Teacher Qualifications

1. A valid North Dakota Teacher's Certificate

2. Two years of successful teaching experience in regular classes

3. Sound physical and mental health, sympathetic understanding, strong teaching skill

4. Additional training as the school board or State Superintendent of Public Instruction may require

State Participation

An approved class for the physically handicapped shall receive state aid not to exceed $2000 per class unit. Certain types of special equipment may be provided if necessary.

Transportation may be provided by special arrangements (See Transportation, Page 15).

Budget

In addition to the teacher's salary, special equipment, and building changes necessary to accommodate the physically handicapped may need to be considered.

In addition to the provision for physically handicapped children in the public schools, under Section 15-59-01 to 15-59-06 the following law was enacted by the 1961 Legislature:

CHAPTER 15-59

Section 1.: Section 15-59-07 of the North Dakota Century Code is hereby created and enacted to read as follows:

15-59-07. EDUCATION OF PHYSICALLY HANDICAPPED - CONTRACT

If any school district in this state has any elementary or high school student who because of his physical handicap is unable to attend the public schools in the district, such school district shall contract with any accredited private non-sectarian non-profit corporation within or without the state which has proper facilities for the education of such student, if there are no public schools in the state with the necessary facilities which will accept such student. Prior to the time any school district enters into a contract with any private non-sectarian non-profit corporation for the education of any physically handicapped student the curriculum provided by such school and the contract shall be approved by the superintendent of public instruction. The contract shall provide that such school district agrees to pay to the private non-sectarian non-profit corporation as part of the cost of educating such student an amount for the school year equal to the county average per pupil elemtnary or high school cost depending on whether enrollment would be in grade or high school department, in the county in which the contracting district is located. If the attendance of such student at such school is operated for less than a school year, then the contract shall provide for such lesser amount prorated on a monthly

basis. For the purpose of this Act, any student contracted for to attend a school as herein provided shall be considered as enrolled in the contracting district and the district shall be entitled to the per pupil payment out of the county equalization fund the same as other regularly enrolled students in the district.

VISITING COUNSELORS TO SCHOOL CHILDREN WHO ARE SOCIALLY AND EMOTIONALLY MALADJUSTED

Organization

The visiting counselor is on a regularly planned schedule to work specifically in each school which he serves. He is responsible to the principal of each school who makes referrals to him.

Eligibility of Pupils

The aim of a visiting counselor program is prevention or modification of severe social and emotional maladjustment through timely use of treatment resources and conferences with child, parent and teacher. Children exhibiting the following types of behavior may be referred:

Low achievement without apparent cause
Restlessness
Shyness
Destructiveness
Cruelty
Excessive fear
Withdrawn attitude
Over-fastidiousness
Marked daydreaming
Untruthfulness
Behavior reflecting unfortunate home situations
Defiance
Impudence
Running away
Truancy
Fire-setting
Disturbing mannerisms or practices
Stealing

Size of Class

Since most of the counselor's work will be done in individual sessions, the case load will vary with:

1. Number of schools and geographical area covered
2. Number of children requiring regular interviews
3. The length of time necessary for children to have special help

Average monthly case load may range from thirty to sixty. Conferences with parents and teachers are essential and time should be allowed for them.

Equipment

The visiting counselor should have regularly assigned private space in each school he serves. He should also be provided with a desk, a locked file and a private telephone. He may require some clerical assistance.

Teacher Qualifications

1. Personal qualifications of maturity and stability

2. A valid North Dakota First Grade Professional Teacher's Certificate

3. Twenty-six semester hours of basic course work plus thirty hours of advanced work in either Psychology or Social Work as outlined in "Visiting Counselors for Children who are Socially and Emotionally Maladjusted", Guides to Special Education, Department of Public Instruction, Bismarck.

State Participation

An approved Visiting Counselor Program shall receive state aid not to exceed $2000 per unit (one counselor).

Budget

In addition to salary, travel allowances must be considered by the local school board for travel in making home visits or in the use of community facilities.

Before planning a program you will want to examine the following booklet available from the Division of Special Education: Guides to Special Education V-Visiting Counselors to School Children who are Socially and Emotionally Maladjusted.

CLASSES FOR HEARING IMPAIRED CHILDREN

Eligibility of Pupils

Children with such severe hearing losses that they have interfered with the normal development of language and speech may need the special attention and instruction of a classroom for hearing impaired children.

Medical, psychological and educational reports are necessary. A study of 1) the child's ability to use amplified sound 2) his speech development 3) his language development 4) intellectual potential 5) social adequacy should be considered by the school administrator, teacher, director of special education and other personnel before placement is made.

Size of Class

A minimum of six and a maximum of ten.

Equipment

A large room, at least one and one-half times the size of the regular classroom, on the ground floor easily accessible to the other classrooms, lunchroom, lavatories and other areas is recommended.

A classroom should be provided with effective group amplifiers or walk-away units. Visual aids and materials for training perceptual skills should be selected with the specific ages and interests of the children enrolled in mind. Plenty of storage space and worktables with chairs of suitable height should be provided. Special books and teaching materials should be selected on recommendation of the teacher.

Teacher Qualifications

1. A valid North Dakota First Grade Professional Teacher's Certificate

2. Courses in educational methods of teaching hearing impaired children as follows:

   a. Teaching Speech to the Deaf, four - six semester hours

   b. Teaching Language to the Deaf, four - six semester hours

   c. Methods of Teaching Elementary Subjects to the Deaf, four - six semester hours

   d. Methods of Teaching Speech Reading to the Deaf and Hard-of-Hearing, two - three semester hours

   e. History, Guidance and Education of the Deaf, two - three semester hours

   f. Auditory and Speech Mechanisms, two - three semester hours

   g. Hearing Tests and Auditory Training, two - three semester hours

   h. Observation and Student Teaching, six - ten semester hours

   i. Child Growth and Development, two - three semester hours

   j. Psychology or Education of Exceptional Children, two - three semester hours

State Participation

A school district operating an approved classroom for hearing impaired children shall receive state special education funds not to exceed $2000 per teacher. Special equipment may also be approved. Transportation or lodging may be approved for children outside the local district.

SUPPLEMENTARY AIDS TO HEARING IMPAIRED CHILDREN IN REGULAR CLASSES

Organization

Where there is medical approval for use of amplified sound individual arrangements may be made to provide a table model hearing amplifier in the classroom. Individual supplementary instruction may also be arranged for hard-of-hearing children who, because of their handicap, need additional help with school work.

Eligibility of Pupils

A child with a marked hearing loss (30 db or greater in the better ear) who has been recommended for individual help by his physician will be eligible.

(Use form "Application for Special Service")

Equipment

Table model hearing aids may be made available on free loan from the Department of Public Instruction.

Teacher Qualifications

A teacher providing individual supplementary instruction for a hard-of-hearing child will need to acquire some understanding of the hard-of-hearing child and have a valid North Dakota Teacher's Certificate. When the teaching will be primarily to help the child in the regular class work and is not full-time employment involving several hard-of-hearing children, no special course requirements for the teacher are made.

Teachers may not qualify to teach severely hard-of-hearing or deaf children under this provision. A severely hard-of-hearing or deaf child is one who, even with amplification cannot acquire his education mainly through auditory channels.

State Participation

1. Free loan of table model sound amplifiers in approved cases

2. Individual instruction to supplement regular class attendance will be reimbursed to preapproved programs at $2.00 per hour for four hours per week.

Note:

It is always helpful if speech correction and speech reading are also available to the child who is hard-of-hearing. The speech clinician may help the teacher in the correct use of the table model hearing amplifier in the classroom.

AIDS TO VISUALLY HANDICAPPED CHILDREN

Organization

Children with visual handicaps may be assisted in the public schools through the following services:

Partially Sighted

1. Large type texts and materials
2. Supplementary teaching
3. Transportation

Blind

1. Braille books and teaching aids
2. Transportation or lodging
3. Resource teacher

Eligibility of Pupils

Partially Sighted Children

The recommendation of a medical doctor or opthalmologist is necessary before a child will be enrolled in an approved special education program for the blind or partially seeing. Children with 20/70 vision in the better eye after correction are considered eligible.

Blind Children

Generally speaking, a child who cannot obtain his education through visual materials may be considered eligible for referral to the resource room for the blind. Legally, a blind person is defined as one with measured loss of 20/200 or less in the better eye after the best possible correction or a restricted field of vision of 20 degrees or less. This is not always applicable as a measure of blindness for educational purposes.

Size of Class

Partially Sighted Children

The partially seeing children will be enrolled in the regular classroom and use large print books and materials there. Individual instruction may be used to supplement regular class work.

Blind Children

Blind children should be enrolled in the regular classrooms where they will do most of their work. The resource teacher should not be expected to work with more than six elementary school children per day. The teacher in a resource room for blind children in the secondary schools should not be expected to work with more than ten blind children per day. More time in the resource room is necessary for the elementary children, although some require less time than others. Individual need will determine the time necessary. Instruction in the resource room is supplemental and reinforcing. Mobility could be included. Some skills learned are: Reading Braille, Writing Braille, Slate and Stylus, Typing and Handwriting, Mobility, Map Reading.

Equipment

Partially Sighted Children

Large type books, heavily lined paper, and large maps and charts, recording machines, large type typewriters, etc., may be needed by the partially seeing children for use in the regular classroom.

Blind Children

Braille writers, recording machines, relief maps, hand braillers and styli, phonographs and other special equipment will be a part of the equipment for the resource room. Some money for assisting local schools to obtain the equipment is available from state funds.

Teacher Qualifications

Partially Sighted Children

The teacher of partially seeing children in the regular class may need suggestions and guidance at the outset, but would not be required to have specific training in this area. A course, Education of Partially Sighted Children, is recommended.

If a teacher spends one-half of the normal teaching day or equivalent or more teaching more than one partially seeing child she should have at least one course in Education of Partially Sighted Children.

Blind Children

A teacher of children who are so severely visually handicapped that they will need to learn to read and write braille will need to meet the following requirements:

1. A valid North Dakota Teacher's Certificate.

2. At least twenty-one quarter credits in special courses chosen from the following groups:

   Group 1: Education of the Visually Handicapped - Elementary, Secondary and Mobility

   Group 2: Braille Reading, Writing, Literary, Mathematics and Music

   Group 3: Structure and Function of the Eye

   Group 4: Experience in Special Education with Visually Handicapped Students

   Group 5: Education of Partially Sighted Children

State Participation

1. In the case of partially sighted children large type books will be provided on a free loan basis, returnable at the end of each school year to the Department of Public Instruction, Bismarck.

2. Supplementary instruction for partially sighted children on the same basis as other individual instruction. A qualified teacher should be provided by the local school and payment arranged. State reimbursement at the rate of $2.00 per hour for four hours per week would be available to preapproved programs.

3. Local school boards employing a full-time qualified resource teacher of the blind would be eligible for $2,000 per unit per year reimbursement of a preapproved program.

4. Equipment for resource rooms for the blind will be available on free loan basis from the state Department of Public Instruction. This will include braille writers, braille books, typewriters, etc., to the extent that funds are available.

Note:
To request large print books for visually handicapped children: List the books to be used in the regular class by the child. If these texts are not available in large type editions, the Department may request expendable copies of the texts for reproduction in large type. Send requests for books to the Division of Special Education, Department of Public Instruction, Bismarck, and not to the publisher since your order may be filled from our shelves. If we do not have the books on hand, they will be ordered and sent directly to you from the state office. The books will be billed to the state office.

Return all large type books at the end of the school year or at the close of the program to Division of Special Education, Department of Public Instruction, Bismarck.

INDIVIDUAL INSTRUCTION FOR CHILDREN WHO ARE HOMEBOUND OR HOSPITALIZED

Organization

Individual instruction for homebound or hospitalized children is primarily intended for children who are temporarily handicapped. Others may be included.

Upon certification from the attending physician that school work should be provided to the child at his bedside, the local school board may provide a qualified teacher for the child.

A child in a hospital outside his home school district is ordinarily provided with special education through the administration of the school district in which the hospital is located with the consent and cooperation of the child's home school board. By law, the child's home school district is responsible for the education of the children in its district. This responsibility is fulfilled, in the case of the child requiring individual instruction at a hospital outside of his home district, when the home district makes the necessary arrangements with the receiving district.

The first step in arranging a special education program for a child hospitalized in another district is to establish communication between the superintendents of the school districts involved so that planning and cooperation can take place.

1. The child's home school district will be responsible for tuition to the receiving school for the period of time in which the child receives the special education program (teacher, equipment, texts, etc.).

2. The receiving school district will arrange for a qualified teacher to provide instruction.

3. The receiving school will apply for prior approval and for state reimbursement from special education funds from the Department of Public Instruction (teacher, equipment, texts, etc.).

4. The school which provides the instruction will claim state and county foundation payments for the portion of the school term in which the child receives special education in the district.

Eligibility of Pupils

The physician referral must recommend home or hospital teaching. The child must be able to carry four hours of school work weekly. The child must be educable, and the anticipated length of time needing the service must be four weeks or more. In cases of visual, auditory and emotional handicaps supplementary individual instruction may be approved.

Size of Class

This is primarily individual instruction.

When situations arise in which more than one child may be taught advantageously together, state assistance is provided at the rate of $2.00 per hour of instruction for the first child of the group and $1.00 per hour of instruction for each additional child of the same class.

Equipment

Textbooks and materials for regular class work are provided by the sponsoring school district. Supplementary books, films, ceiling projectors for confined patients, home-to-school communication systems, reading stands, bed desks, and other equipment as required may be arranged through the local school or in some cases provided by special arrangement.

Teacher Qualifications

A valid North Dakota Teacher's Certificate for the grade level at which the child is to be taught is required.

State Participation

A school district is required to pay the salary of the teacher. Salary for home or hospital instruction will be reimbursed to the public school district up to $2.00 per hour for four hours per week on a preapproved program. Additional costs for instruction or for transportation of the teacher are not eligible for reimbursement from state special education funds.

If a two-way communication system is used, a minimum of two hours per week of individual instruction is required in addition. The superintendent of schools will contact the local Northwestern Bell Telephone Company representative to make the necessary arrangements.

Special education funds will be approved for installation and monthly rental of the two-way communication equipment for children on approved programs in fourth grade or above who will need the service eight weeks or more.

See Guides to Special Education VII- Instruction for Children who are Homebound or Hospitalized.

SETTING UP A SUMMER SPEECH CLINIC

Organization

A qualified speech clinician is employed by the county schools or city schools sponsoring the program to provide an intensive speech correction program during a six week or eight week period. The clinician is responsible to the sponsor and may travel to two or three centers in a countywide program, if so organized.

Eligibility of Pupils

Children are selected from teacher referral, parent referral and from any testing done which may have indicated need for speech correction. Verification of need for speech correction must be made by the clinician before enrollment.

Size of Case Load

Between twenty-five and forty children will comprise a full-time case load. Each child should be seen three times weekly.

Equipment

Tape recorder and pure-tone audiometers can be furnished when available on temporary loan from the Division of Special Education.

Speech Clinician's Qualifications

Same as for speech clinicians during regular school year.

State Participation

The state financial participation will be figured on the basis of reimbursement for regular school year programs:

Six weeks up to $500; Eight weeks up to $600

Assistance in planning is available also.

Budget

Cost will vary with length of program, travel, etc., between $500 and $800.

Send for booklet giving details, "Planning A Summer Speech Clinic", Department of Public Instruction, Bismarck.

ADDITIONAL SPECIAL EDUCATION PERSONNEL

School boards employing qualified special education personnel for special work with exceptional children may receive partial reimbursement from state special education funds. These positions include:

Director or Coordinator of Special Education
School Psychometrist
School Psychologist
School Social Worker
Audiologist

Director or Coordinator of Special Education

The Director or Coordinator of Special Education would have part-time or full-time responsibility for the administration of the special education program. State reimbursement would be $2000 for a full-time program. A school enrollment of 5000 pupils would be the suggested minimum enrollment for establishing a full-time position of this kind.

Qualifications

1. A valid First Grade Professional North Dakota Teaching Certificate

2. A master's degree

3. Basic preparation in one area of special education which would entitle the applicant to the special education credential for North Dakota in that area

4. An additional nine semester hours in more than one other area of special education

5. Eight semester hours in School Administration or a four semester hour internship in Administration of Special Education and two semester hours in School Administration or successful experience in Administration as determined by the Department of Public Instruction

   The eight semester hours in School Administration should be chosen from courses in School Law, Administration of the Public School, School Finance, Teacher Personnel Administration or a seminar in Administration.

6. At least two years of successful experience in one area of special education

7. Recommendation from supervisors of work experience

School Psychologist

Qualifications

1. A doctoral degree

2. A valid North Dakota Teaching Certificate

3. Graduate credits (30 semester hours) in addition to the requirements for school psychometrist in North Dakota public schools including:

   Clinical Psychology
   Projective Techniques
   Supervised clinical experience in Individual Psychotherapy and Counseling
   Advanced Statistics
   Theories of Learning

4. A letter of recommendation from the supervisor of clinical experience

Function

1. Individual testing

2. Referral for psychiatric evaluation

3. Individual counseling where indicated

4. Conferences with parents and teachers

5. Assist the school administrator in obtaining optimum environment for learning in the school

State Participation

The public school board hiring an approved school psychologist under the special education program may expect an amount not to exceed $2000 for the school year as partial reimbursement for preapproved programs.

School Psychometrist

Qualifications

1. M.A. or M.S. degree

2. A valid North Dakota Teaching Certificate

3. Graduate credit (twenty-four semester hours) in Educational Psychology, Psychology, Guidance and Counseling or Special Education including the following graduate or undergraduate courses:

Child Psychology (three semester hours)
Adolescent Psychology (three semester hours) or
Tests and Measurements (three semester hours)
Abnormal Psychology (three semester hours)
Personality Theory or Mental Hygiene (two semester hours)
Individual Testing (three semester hours)
Supervised Practicum in Individual Testing (three semester hours)
Techniques in Interviewing (three semester hours)
Practicum in Interviewing (two semester hours)
Individual Appraisal (three semester hours)

4. A letter of recommendation from the supervisor of Testing Practicum in an approved training program.

Function

1. To make individual and group evaluations of school children for the purpose of improving instruction

2. To help parents and teachers in their role of improving the instruction program for individual children

3. To refer children with emotional problems for psychiatric consultation

4. To provide consultation for group testing program

5. To assist in community understanding and acceptance of individuals

State Participation

The public school board hiring an approved school psychologist under the special education program may expect an amount not to exceed $2000 for the school year as partial reimbursement for preapproved programs.

The School Social Worker

A person having successfully completed a recognized graduate program for school social workers will be considered for the visiting counselor credential or the school social worker credential.

Audiologist

An audiologist in North Dakota public schools must meet the requirements established by the American Speech and Hearing Association in one of the following ways:

1. Clinical certification in hearing

2. Basic certification in hearing or provisional certification in hearing and be eligible for clinical certification upon completion of the experience requirements

3. The master's degree in audiology and be currently completing the one-year experience requirement prior to taking the qualifying examination

APPLICATION FORMS

Form I - 1
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

APPLICATION FOR SPECIAL EDUCATION
OF EXCEPTIONAL CHILDREN

Application for _____ - _____
School Year
Date of
Application_____

County_____

Application is hereby made by the School Board of_____
District No._____County of_____
for permission to establish and maintain the following special education programs provided for by the laws of North Dakota:

(Complete three pages of both pink and yellow forms and return both copies to Division of Special Education, Department of Public Instruction, Bismarck, by August 1. The pink copy will be returned to you for your files.)

I. Special Classes

1. Educable Mentally Handicapped (Teachers must have North Dakota Teaching Certificate and Special Education Credential for teaching educable mentally handicapped children.)

Teacher's Name	School	Mailing Address (Include Zip Code)

If any of these classes are to be other than full day classes, please describe.

2. Trainable Mentally Handicapped (Teachers must have North Dakota Teaching Certificate and Special Education Credential for teaching trainable mentally handicapped children.)

	Teacher's Name	School	Mailing Address (Include Zip Code)

If any of these classes are to be other than full day classes, please describe.

3. Classes For Physically Handicapped (Teachers must have North Dakota Teaching Certificate and Special Education Credential.) Do not apply for approval of programs of individual instruction here. See I-5 below.

	Teacher's Name	School	Mailing Address (Include Zip Code)

4. Other

Type of Class _____
_____ Teacher _____

Type of Class _____
_____ Teacher _____

5. Programs For Homebound or Hospitalized Children

Approval of programs for children who are receiving individual instruction or home-to-school communication system services will be provided following study of an individual application which shall be made as the need arises.

The amount of reimbursement will be approved at the beginning of the program as funds are available. Use Form II-1. Check below Page 4 if you need copies of this form.

II. Services

1. Speech Correction (Clinicians must have North Dakota Teaching Certificate and Speech Correction Credential)

	Clinician's Name	Mailing Address (Include Zip Code)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Speech Clinician's services shared with other school districts?_____
Which district?_____

2. Visiting Counselor to Socially And Emotionally Maladjusted Children
(Visiting Counselors must have a North Dakota Teaching Certificate and have fulfilled specific requirements in graduate training.)

_____ Visiting Counselor's Name_____
_____ Visiting Counselor's Name_____
_____ Visiting Counselor's Name_____
_____ Visiting Counselor's Name_____
_____ Visiting Counselor's Name_____
_____ Visiting Counselor's Name_____

3. Large Type Books For The Partially Seeing

Large type texts will be made available as needed on a free loan basis within the limit of available funds upon approval of the individual application.. Request Form IV-1 for ordering large type texts.

Book requests for the next school year should be received by July 1 if they are to be ready by September 1.

4. Transportation or Lodging

Do not apply for both transportation and lodging for the same child. Transportation funds are available for either lodging or transportation for children who attend special education classes full-time outside their home school districts. Payment may be requested by the school board which is providing the classroom to which the child is transported or in which the child resides in a foster home if arrangements are made with the child's home district. Maximum reimbursement is currently $25 per child per month or cost whichever is least.

a. Type of transportation to be used: (Circle) Car Cab Family

Number of children who will be transported daily_____
A group_____or individually_____

Make application on Form III-1.

b. Lodging

Number of children who will live in foster homes in the community in order to attend the special class_____

Make application on Form III-1.

In making this application the school board guarantees that suitable rooms, qualified teachers, and adequate equipment will be provided according to the true intent and meaning of the law and the regulations of the Department of Public Instruction.

Programs completely financed with federal funds are not eligible for state reimbursement. Those partially financed under PL89-10 may also be eligible for state funds. All programs for handicapped children must be approved by the Department of Public Instruction and meet the standards set up by the Department. Circle the appropriate statement (a., b. or c.) below.

a. We request reimbursement from state special education funds from the Department of Public Instruction.

b. This program is approved for total reimbursement under (Indicate Title I or Title III.).

PL-89-10: Title I Title III

c. This program is financed by both local and federal funds. A copy of the financial plan and budget is enclosed.

_____ _____
Superintendent Clerk

(Do not write in this space)

Amount to be reimbursed by the State $_____

Approved by:_____
State Director of Special Education

_____Amount for individual instruction, transportation and lodging will be approved separately as requested for individual children.

Date Approved_____

Please send us additional blanks for requesting approval for:

(_____) Form II-1, Application For Home Teaching
(_____) Form III-1, Application For Transportation or Lodging For Special Education
(_____) Form IV-1, Application For Large Type Books (Attach to Form II-2)
(_____) Form V-1, Reimbursement Claim For Special Education

Form II - 1
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

APPLICATION FOR HOME TEACHING

Date_____

In order that a homebound child may continue his education, the local school district may set up a home teaching program for him. A teacher who holds a valid North Dakota Teaching Certificate must be employed who will give the child the amount of instruction arranged. The school district is required to pay the teacher's salary, which will be reimbursed by the Department of Public Instruction up to the amount of $2.00 per hour for four hours per week of individual instruction. The school board may supplement the teacher's hourly wage or increase the number of hours. The child is considered the same as regularly enrolled pupils for state and county foundation payments.

All programs for home teaching must have preapproval by the Department of Public Instruction. In making application for this service, please fill in the information requested below and forward to Janet M. Smaltz, Director of Special Education, Department of Public Instruction, Bismarck.

NAME OF CHILD_____

ADDRESS_____ DATE OF BIRTH_____

GRADE IN SCHOOL_____ NAME OF PARENT_____

SPONSORING SCHOOL DISTRICT_____ COUNTY_____

ADDRESS OF SCHOOL_____

APPROXIMATE DATE INSTRUCTION BEGAN_____

NAME OF ADMINISTRATIVE OFFICER_____

NAME OF TEACHER_____ ADDRESS_____

CERTIFICATE NO._____ GRADE_____ DATE OF EXPIRATION_____

(This Space To Be Used By Attending Physician)

I recommend that this child have school work at home (or hospital).

DIAGNOSIS_____

REASON FOR HOMEBOUND CONDITION_____

APPROXIMATE LENGTH OF TIME WILL BE HOMEBOUND_____

RECOMMENDATIONS_____

_____
Signature of Physician

"Buy North Dakota Products"

Form III - 1
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

APPLICATION FOR TRANSPORTATION OR LODGING FOR SPECIAL EDUCATION

Date_____

NAME OF CHILD_____ AGE_____

PARENT'S NAME_____ ADDRESS_____

HOME SCHOOL DISTRICT_____ ADDRESS_____

ADMINISTRATOR'S NAME_____

SCHOOL DISTRICT CHILD WILL ATTEND_____

ADDRESS_____ SCHOOL ADMINISTRATOR_____

Complete A or B.

A. FOR DAILY TRANSPORTATION:_____

Who will provide daily transportation?

_____

How many miles (one way) to school?

_____

Round trips necessary per day_____

B. FOR FOSTER HOME CARE:_____

Name of Foster Parents

_____

Address

_____

Is home approved by local Welfare Board? _____

Circumstances necessitating application:

Transportation plan, if combination with school bus or other:

Total cost_____ (Estimate) Amount of funds requested_____

The_____ School District is paying the parents the sum of $_____ per month and is entitled to the reimbursement.

Signed:_____ Signed:_____
School Administrator Clerk

Form IV - 1
S. Ed.
(Attach to Form II - 2)

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

APPLICATION FOR LARGE TYPE BOOKS

It has been recommended that _____
(Name of Child)

_____ use large type books in the regular class-
(Address)
room. Please supply the following if possible:

Grade	Publisher	Copyright	Title

Superintendent of Schools _____

School _____

Address _____

Date of Application _____

(Do No Write In This Space)

Ordered _____

Date _____

Received _____

Cost _____

"Buy North Dakota Products"

Form II - 2
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

APPLICATION FOR SPECIAL SERVICE

Date_____

In order that a handicapped child may continue his education, the local school district may set up a special program for him. The school district will be reimbursed by the Department of Public Instruction as approved. All programs must be preapproved by the Department of Public Instruction. In making application for this service, please fill in the information requested below and forward to Janet M. Smaltz, Director of Special Education, Department of Public Instruction, Bismarck.

NAME OF CHILD_____

ADDRESS_____ DATE OF BIRTH_____

GRADE IN SCHOOL_____ NAME OF PARENT_____

REASON FOR REFERRAL_____
(Please specify whether child has a physical disability, speech defect, visual or hearing impairment, or is mentally retarded.)

TYPE AND PLACE OF SERVICE_____
(Please specify whether child is to receive this special service in his home, the hospital, his regular school, or another school. Indicate the type of service requested.)

DATE SERVICE TO BEGIN_____

SPONSORING SCHOOL DISTRICT_____

ADDRESS OF SCHOOL_____ ADMINISTRATIVE OFFICER_____

TEACHER_____ ADDRESS_____
(If married, give maiden name also.)

NORTH DAKOTA TEACHER'S CERTIFICATE NO._____ DATE OF EXPIRATION_____

THIS SPACE TO BE USED BY ATTENDING PHYSICIAN

I recommend that this child be provided with a special program.

DIAGNOSIS_____

APPROXIMATE LENGTH OF TIME CHILD WILL REQUIRE SERVICE_____

RECOMMENDATIONS_____

Signature of Physician:_____ _____

OTHER PERTINENT REPORTS:_____

PSYCHOLOGIST_____ SPEECH CLINICIAN_____

INSTRUCTIONS FOR COMPLETING REIMBURSEMENT CLAIM FOR SPECIAL EDUCATION--FORM V-1

I. Date of application for reimbursement: Fill in date application is completed.

II. Name of School District: Enter legal name of school district.

III. County: Enter name of county.

IV. Address: Enter mailing address.

V. Names of special education personnel pertinent to this application: List teachers of special classes, speech correction, visiting counselors and others for whom you are requesting special education funds in this application.

VI. Amount claimed for special education class units, etc.:

A. List numbers of classes by category, multiply by unit aid and put in amount for each category of special education. The total amount under C should be the amount approved for classes and services earlier in the year.

B. For individual instruction reporting - Give child's name, starting and ending dates and total hours of instruction for each child. Use several blanks or a separate sheet for reporting all individual instruction programs.

C. List total amount claimed for classes and services on this claim.

D. List total amount claimed for individual instruction on this claim.

VII. Transportation:

A. City school districts providing group or bus-plan transportation report under A.

B. Individual transportation or lodging in lieu of transportation provided for specific children should be reported here. Give names of all children and amount approved for each.

C. Indicate total for <u>all</u> transportation or lodging in lieu of transportation.

VIII. Affidavit: Complete and have notarized.

IX. Total Reimbursement Claim on this form: Add all totals (VI-C, D; VII-C).

The application must be signed by the Clerk of the School Board and notarized. Return it to this office before June 15 in order to receive payment.

Form V - 1
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

I.
Date of Application for
Reimbursement_____

IX. Total Reimbursement Claim
on this Form $_____

REIMBURSEMENT CLAIM FOR SPECIAL EDUCATION
For The 19___-19___ School Year

II. NAME OF SCHOOL DISTRICT_____ III. COUNTY_____ IV. ADDRESS _____

V. NAMES OF SPECIAL EDUCATION PERSONNEL PERTINENT TO THIS APPLICATION:

1._____	Position_____		6._____	Position_____	
2._____	_____		7._____	_____	
3._____	_____		8._____	_____	
4._____	_____		9._____	_____	
5._____	_____		10._____	_____	

VI. AMOUNT CLAIMED FOR SPECIAL EDUCATION CLASS UNITS, SERVICES, INDIVIDUAL INSTRUCTION, ETC.:

A. Classes____(Number X $)_____
Speech Clinicians_____
Visiting Counselors_____
Directors of Special Ed._____
School Psychologists_____
Other_____

B. Homebound or hospitalized pupils (Individual Instruction Programs)
1. Child's Name_____ Starting Date_____ to_____
Total hours of instruction_____ @ $2.00 - Claim_____
2. Child's Name_____ Starting Date_____ to_____
Total hours of instruction_____ @ $2.00 - Claim_____
3. Child's Name_____ Starting Date_____ to_____
Total hours of instruction_____ @ $2.00 - Claim_____
4. Child's Name_____ Starting Date_____ to_____
Total hours of instruction_____ @ $2.00 - Claim_____

C. Total (above) _____ D. Total (Individual Instruction) $_____

VII. TRANSPORTATION REIMBURSEMENT: A. Group_____ Number_____ Bus_____ Number_____

B. Individual	1. Name_____	Amount_____	6._____	Amount_____	
	2. _____	_____	7._____	_____	
C. Total Approved VII $_____	3. _____	_____	8._____	_____	
	4. _____	_____	9._____	_____	
	5. _____	_____	10._____	_____	

_____ _____
Signature of Clerk of School Board Address

VIII. AFFIDAVIT

Before me,_____, a Notary Public in and for_____County, State of North Dakota, personally appeared_____, Clerk of the_____School Board, who after being duly sworn according to law, made oath that the facts set forth in this claim are true.

Date _____ Notary Public _____

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